



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



JENNIFER M. GRANHOLM  
GOVERNOR

THOMAS D. WATKINS, JR.  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

January 16, 2004

**MEMORANDUM**

**TO:** Intermediate school districts, local education agencies, including public school academies, institutions of higher education, professional organizations, private profit and non-profit organizations, including parent and advocacy organizations and other interested parties

**FROM:** Jacquelyn J. Thompson, Ph.D., Director  
Office of Special Education and Early Intervention Services

**SUBJECT:** Notice of Availability of Re-Issued Request for Proposal for a IDEA Mandated Activities Project: Parent Support and Education Grant

The State Board of Education has approved criteria for a mandated activities project titled, "Parent Support and Education Grant," under the Individuals with Disabilities Education Act.

**Purpose:** The grant will provide statewide personnel development and support opportunities to ensure that parents of infants, toddlers, children and youth with disabilities have access to the information and support necessary to engage as effective partners in the planning and implementation of their child's Individualized Family Service Plan (IFSP) or Individual Education Plan (IEP). Furthermore, the grant will provide leadership development and support to parents who serve in advisory roles critical to the early intervention and special education system, namely parents who serve on the State Interagency Coordinating Council (SICC), the Special Education Advisory Committee (SEAC), intermediate and local school district Parent Advisory Committees (PACs) and Local Interagency Coordinating Councils (LICCs).

**Funding:** The total amount of the project is up to \$600,000 per year.

**Proposal Due:** The proposals will be due by 5:00 p.m. on Tuesday, March 16, 2004.

**Project Duration:** The project duration is anticipated to be July 1, 2004, or upon award, through September 30, 2005 for the initial funding period and is contingent upon the Superintendent's approval. Funding may continue for up to five years, based on satisfactory performance and availability of federal funds.

OSE/EIS-04-01

**STATE BOARD OF EDUCATION**

KATHLEEN N. STRAUS – PRESIDENT • HERBERT S. MOYER – VICE PRESIDENT  
CAROLYN L. CURTIN – SECRETARY • JOHN C. AUSTIN – TREASURER  
MARIANNE YARED MCGUIRE – NASBE DELEGATE • ELIZABETH W. BAUER  
REGINALD M. TURNER • EILEEN LAPPIN WEISER

608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909  
www.michigan.gov/mde • (517) 373-3324



## **Office of Special Education and Early Intervention Services**

**TITLE:** Parent Support and Education Grant

**PURPOSE:** To provide statewide personnel development and support opportunities to ensure that parents of infants, toddlers, children, and youth with disabilities have access to the information and support necessary to engage as effective partners in the planning and implementation of their child's Individualized Family Service Plan or Individual Education Plan. Furthermore, the grant will provide leadership development and support to parents who serve in advisory roles critical to the *Early On*® and special education system, namely parents who serve on the State Interagency Coordinating Council (SICC), the Special Education Advisory Committee (SEAC), intermediate and local school district Parent Advisory Committees (PACs), and Local Interagency Coordinating Councils (LICCs).

**PROPOSAL DUE:** Original and seven (7) copies delivered to:  
Beth Weber, Office of Special Education and Early Intervention Services,  
2nd Floor, Hannah Building, 608 West Allegan Street, P. O. Box 30008, Lansing,  
Michigan 48909, by **5:00 p.m. on Tuesday, March 16, 2004.**

**DATE OF ISSUE:** January 16, 2004

## **SECTION I: General Information for the Bidder**

If awarded this grant, I understand and agree to the following:

### **I-A PURPOSE**

The purpose of this grant is to provide statewide personnel development and support opportunities to ensure that parents of infants, toddlers, children, and youth with disabilities have access to the information and support necessary to engage as effective partners in the planning and implementation of their child's Individual Family Service Plan (IFSP) or Individualized Education Plan (IEP). Furthermore, the grant will provide leadership development and support to parents who serve in advisory roles critical to the *Early On*® and special education system, namely parents who serve on the State Interagency Coordinating Council (SICC), the Special Education Advisory Committee (SEAC), intermediate and local school district Parent Advisory Committees (PACs), and Local Interagency Coordinating Councils (LICCs).

### **I-B INTRODUCTION & BACKGROUND**

Parent involvement is a critical element of both Part C and Part B of the Individuals with Disabilities Education Act (IDEA). Part D of the IDEA also requires that states have an approved comprehensive system of personnel development, and that parents are considered a part of the personnel development system. Recent assessment of the Michigan Department of Education's current approaches to meeting this obligation has resulted in expanded and refined goals. Through the federal Continuous Improvement Monitoring Process (CIMP), stakeholders including parents, teachers, administrators, service providers, advocates, and persons with disabilities recommended improvement in the support and education for parents who have infants, toddlers, children, and youth with disabilities.

In order to meet these improvement goals, a grant is proposed to integrate and improve various activities directed to support and educate parents of children with disabilities. This purpose of this grant aligns with the State Board of Education Policy Framework for Special Education, especially in the area of connecting schools and families. It also aligns with the State Board's Strategic Initiative: Integrating Communities and Schools.

This grant is an outgrowth of several Michigan Department of Education, Office of Special Education and Early Intervention Services (MDE, OSE/EIS) initiatives including:

- The Comprehensive Parent Services System
  - CAUSE
  - The Parent Coalition
  - Project PERFORM
- The Family Information Exchange
- The Parent Leadership Program
- The Statewide Parent Advisory Committee
- The Statewide Parent Conference
- The Upper Peninsula Parent Conference

It seeks to combine and focus the activities of these initiatives into one comprehensive system of support and education for parents.

#### **I-C ISSUING OFFICE**

This Request for Proposal (RFP) is issued for the State of Michigan by MDE, OSE/EIS. The OSE/EIS is the sole point of contact in the State for this RFP. All inquiries relating to this grant should be addressed to:

Sharon Dietrich or Patricia West, Grant Managers  
Office of Special Education and Early Intervention Services  
2<sup>nd</sup> Floor, John Hannah Building  
P.O. Box 30008  
Lansing, MI 48909

#### **I-D TYPE OF GRANT**

It is proposed that, if a grant is entered into as a result of this RFP, it will be a time and materials negotiated grant. Negotiations may be undertaken with the bidder who appears to be the most qualified, responsible, and capable of performing the work outlined in this RFP. Any equipment purchased is subject to the Education Department General Administrative Regulations (EDGAR) found in Appendix B. The grant that may be agreed upon will be the most advantageous to the State, price, and other factors considered. The State reserves the right to consider proposals and modifications thereof received at any time before the award is made, if such action is in the interest of the State.

#### **I-E FUNDING**

The proposal(s) will be awarded with Individuals with Disabilities Education Act (IDEA) mandated activities funds and the total amount of this grant will not exceed \$600,000 the first year. Funding will be effective following the approval of the grant award by the Superintendent of Public Instruction. The project will be awarded for up to five (5) years, dependent on availability of federal funds and acceptable project performance. The first project funding cycle is 15 months beginning July 1, 2004 and ending September 30, 2005.

#### **I-F ELIGIBLE APPLICANTS**

Intermediate school districts, local education agencies, including public school academies, institutions of higher education, professional organizations, private profit and non-profit organizations, including parent and advocacy organizations, and others with demonstrated experience in providing the products and services specified in the request for proposals. If you plan to submit a proposal, please contact Ms. Beth Weber at (517) 373-2949 prior to the proposal due date of March 16, 2004 so that the appropriate number of peer review panelists can be secured.

#### **I-G RESPONSE DATE**

To be considered, proposals must arrive at the OSE/EIS as specified on the cover page of the RFP. Bidders mailing proposals should allow mail delivery time sufficient to ensure timely receipt of their proposals. Proposals which are received after the specified due date and time, regardless of the date of postmark receipt, cannot be considered and will be

returned promptly to the bidder. Bidders are solely responsible for the timely arrival of proposals at the OSE/EIS. Late proposals and proposals submitted electronically or by facsimile will be returned to the applicant without review.

#### **I-H REJECTION OF PROPOSALS**

The MDE, OSE/EIS reserves the right to reject any and all proposals in whole or in part or to negotiate separately with any sources whatsoever to serve the best interests of the State. Additionally, past performance on other grants will be considered when recommendations for the grant award are made to the Superintendent of Public Instruction.

#### **I-I PERFORMANCE REPORTING**

As a condition of receiving Parent Support and Education funding, the recipient will provide the MDE, OSE/EIS with progress reports describing the project's progress on the approved work plan. The MDE, OSE/EIS may place these progress reports on a website. Additional information needed to assist the state in meeting its federal reporting requirements for this program will also be required. Reports may be required by the MDE, OSE/EIS at any time. The MDE, OSE/EIS serves the right to suspend or terminate the grant program if there is a lack of progress.

#### **I-J ACKNOWLEDGEMENT**

All hard copy and electronic publications including news releases, reports, films, brochures, CD-ROMs, videos, DVDs or any project material developed with funding from this grant must be approved by the MDE before dissemination. All products and materials must include the following statement:

*This document was produced through an IDEA Mandated Activities Grant titled, "Parent Support and Education Grant" awarded by the Michigan Department of Education. The opinions expressed herein do not necessarily reflect the position or policy of the Michigan State Board of Education and no endorsement is inferred. This document is in the public domain and may be copied for further distribution when proper credit is given. For further information or inquiries about this project, contact the Office of Special Education and Early Intervention Services, P.O. Box 30008, Lansing, Michigan 48909.*

#### **I-K APPLICANT'S CONFERENCE**

A meeting has been scheduled to discuss and clarify with prospective applicants the work to be performed. The meeting will be held on February 11, 2004 from 1:00 – 2:30 PM at the John Hannah Building, Conference Room 3, Upper Parking Level. Please call Beth Weber at (517) 373-2949 to reserve a spot at the conference. If you are not able to attend the applicant's conference and have program content questions, please contact the grant managers, Sharon Dietrich at (517) 335-0440 or Patricia West at (517) 241-4412.

The OSE/EIS retains the right to modify this Request for Proposal (RFP), if it is necessary, to comply with laws or ensure a clearer understanding of its content. Any information that changes the content, funding amount or filing procedures will be posted on the MDE website and mailed only to persons who notify the MDE, OSE/EIS of their intent to submit a proposal.

## **I-L    ADDENDUM**

In the event that it becomes necessary for the OSE/EIS to revise any objective in Section II, an addendum will be posted on the MDE website and provided in writing to all potential bidders who have notified the MDE, OSE/EIS of their intent to submit a proposal.

## **I-M    ORAL PRESENTATION**

Bidders who submit a proposal may be required to make an oral presentation of their proposals to the MDE. These presentations provide an opportunity for bidders to clarify the proposal to insure thorough mutual understanding. The OSE/EIS will schedule these presentations, if required.

## **I-N    PROPOSAL PREPARATION, FONT SIZE, AND PACKAGING**

Applications should be prepared simply and economically, double-spaced, with one inch margins and with a font no smaller than Times 12 point. Tables must be developed with a font no smaller than Times 12 point, but text may be single-spaced. Proposal narratives must be no longer than 30 pages in length. The program budget and associated narrative may be appended. All application pages must be securely stapled. Special bindings and binders should not be used. Applications submitted but not in accordance with application preparation instructions **will be returned without review.**

## SECTION II: Information Required from Bidder

### II-A COVER

The cover page of the proposal must include: (1) the title of the grant; (2) the organization name and address; (3) the phrase “Authorized Negotiator,” followed by the typed name, title, and phone number of the person authorized to negotiate the proposed Grant Agreement with the Department of Education; and (4) the phrase “Submitted with the assurance that this proposal will remain valid for at least sixty days from the due date, by:” followed by the signature, typed name and title, and date of signature of the person authorized to execute legally binding Grant Agreements with the State of Michigan. Bidders may list alternate negotiators in item (3) above.

### II-B BUSINESS ORGANIZATION

State the full name and address of the organization and, if applicable, the branch office or other subordinate element that will perform or assist in performing the work proposed. Indicate whether the organization operates as an individual, partnership, or corporation. If it is operated as a corporation, include the state in which it is incorporated. If appropriate, state whether it is licensed to operate in the State of Michigan.

### II-C GRANT GOALS

#### GOAL 1

Develop and implement a system of support and personnel development for parents of children with disabilities that are focused on assisting parents to be effective partners in the development and implementation of their child’s IFSP or IEP, and:

- a. Are available regionally throughout Michigan and statewide on a specified basis (e.g., annually, quarterly).
- b. Utilize research-based personnel development strategies that have specific outcomes.
- c. Provide a range of learning opportunities to meet the needs of diverse parents, with children who have a wide range of special needs, across the stages of their child’s life (Infancy/time of diagnosis through transition to adult life).
- d. Demonstrate the applicant’s understanding of the necessary components of an effective personnel development structure, including alignment with the MDE Professional Development Standards.
- e. Link with other MDE funded IDEA mandated activities (OSE/EIS grantees).
- f. Are developed and supported by a core team of implementation resource experts, including parents, and representatives from school districts, *Early On*, and universities.
- g. Are targeted to high priority service areas, schools and groups **as identified by the MDE**.

#### GOAL 2

Develop and sustain a leadership development and support strategy for parents who serve in advisory roles critical to the *Early On* and special education system, namely parents who serve on the State Interagency Coordinating Council (SICC), the Special Education

Advisory Committee (SEAC), intermediate and local school district Parent Advisory Committees (PACs), and Local Interagency Coordinating Councils (LICCs) that:

- a. Provides opportunities for parent leaders to learn about leadership.
- b. Provides opportunities for parent leaders to learn from each other.
- c. Provides opportunities for parent leaders to be proactive in their advisory roles.
- d. Provides fiscal support and demonstrates the ability to reimburse parents in a timely manner.

### **GOAL 3**

Develop and maintain web-based access to information, technical assistance, and support that:

- a. Includes written responses to frequently asked questions from parents related to IFSP and IEP partnership (developed in collaboration with MDE, OSE/EIS).
- b. Provides links to national sites of information and technical assistance including, but not limited to:
  - i. The United States Department of Education ([www.ed.gov](http://www.ed.gov))
  - ii. The PACER Center ([www.pacer.org](http://www.pacer.org))
  - iii. Families and Advocates Partnership for Education ([www.fape.org](http://www.fape.org))
  - iv. National Information Center for Children and Youth with Disabilities ([www.NICHY.org](http://www.NICHY.org))
  - v. National Early Childhood Technical Assistance Center ([www.nectac.org](http://www.nectac.org))
  - vi. The National Parent-Teacher Association ([www.pta.org](http://www.pta.org))
  - vii. National Coalition for Parent Involvement in Education ([www.ncpie.org](http://www.ncpie.org))
  - viii. Partnership for Family Involvement in Education ([www.pfie.ed.gov](http://www.pfie.ed.gov))
- c. Links with appropriate state web sites, including, but not limited to:
  - i. The Michigan Department of Education ([www.mi.gov/mde](http://www.mi.gov/mde))
  - ii. Michigan's Parent Training and Information Center, Citizens Alliance to Uphold Special Education ([www.causeonline.org](http://www.causeonline.org))
  - iii. The Michigan Parent, Student, and Teacher Association ([www.michiganpta.org](http://www.michiganpta.org))
- d. Links with other MDE IDEA mandated activities (OSE/EIS grantees) to avoid duplication of effort.
- e. Links with or provides timely information on upcoming events at regional, state, and local levels.

### **GOAL 4**

Use multiple technologies and existing materials that have been developed by national sites, federally funded centers, and previous Michigan Department of Education initiatives. Integrate resources and technologies so that:

- a. Materials developed by the existing parent grantees (CAUSE, The Arc Michigan, Project Perform, SPAC) and the statewide advisory groups (SICC and SEAC) are used as appropriate.
- b. Distance learning options, CDs, DVDs, and other audio and video strategies are used as appropriate to support parents to be effective partners in the development and implementation of their child's IFSP or IEP.
- c. Parent leaders (SEAC, SICC, LICC and/or PAC members) have up-to-date information and a functional method for timely communication with each other and across these leadership groups.
- d. Materials are accommodated as necessary to reach target audiences (e.g. language translation, Braille, literacy levels), utilizing existing MDE, OSE/EIS supports as appropriate.



## GOAL 5

Use data collection methods and evaluation in order to:

- a. Measure and continually improve the **impact and outcomes** of project activities designed to support parents to be effective partners in the development of their child's IFSP or IEP and to support parents serving in leadership positions.
- b. Measure and continually improve the **impact and outcomes** of products/materials developed.
- c. Report **outcome data and improvement strategies** to the MDE, OSE/EIS on a regular basis (at least twice per year).
- d. Report outcome data publicly to stakeholders, referent groups and/or advisors on a regular basis for continuous improvement.

### General Expectations of Applicants:

Applicants need to clearly describe the overall plan, including key implementation elements, for the project that is proposed. The proposal design should reflect the following general expectations for the Parent Support and Education grant:

1. Key *Early On* and special education stakeholders should be involved in the formulation of this proposal.
2. Significant personnel development activities should be undertaken to ensure that parents are well prepared to become effective partners in the planning and implementation of their child's IFSP and IEP. These activities should include, as a core: parent rights and responsibilities, informal dispute resolution, partnership and teaming, IFSP and IEP development and implementation, and transitions.
3. The personnel development activities proposed should include multiple formats and plans for accommodations of materials as necessary to reach the target population (e.g. language translation, Braille, literacy levels.)
4. Personnel development activities proposed should include multiple methodologies, rather than a reliance on traditional workshop-type activities.
5. The proposed leadership support and training for parents serving in advisory capacities must reflect the applicant's understanding of the current local, ISD, and statewide advisory structures and include plans for the fiscal support of parents assisting with policy development.
6. Plans for personnel development should include description of the methods for data collection and evaluation, awareness and dissemination, sustained learning, and capacity building.
7. Adequate staffing to ensure timely and effective implementation of grant activities should be demonstrated.
8. Plans for implementing the Parent Support and Education grant should include implementation timelines, with major benchmarks identified. The project is expected to begin July 1, 2004.
9. A referent group, representing diverse stakeholders impacted by the project's activities will be recruited with input from the MDE, OSE/EIS, and the group's expertise will be utilized as part of the continuous improvement of the project.
10. The MDE, OSE/EIS expects to **work collaboratively** with the grant recipient to research, plan, implement, and evaluate best practices in supporting and educating parents of children with disabilities.
11. The grant recipient will work actively with other MDE, OSE/EIS funded IDEA mandated projects (grantees) to coordinate planning, implementation, and evaluation and to reduce redundancy of effort.

12. The grant recipient will participate in a formal statewide learning community under the auspices of the MDE, OSE/EIS to promote sound implementation strategies and sharing of promising practices.

## **II-D REVIEW PROCESS**

All applications will be reviewed using a peer review system. Award selections will be based on merit, as determined by points awarded in accordance with the Review Selection Criteria Section and all relevant information provided in the application. The following rubric will be used as the rating instrument in the review process. Based on this process, the MDE, OSE/EIS will provide formal funding recommendations to Michigan's Superintendent of Public Instruction.

The maximum score for the following criteria is 100 points. In addition to the content of the rubric categories below, the Superintendent of Public Instruction may apply other factors in making funding decisions, such as the performance of the fiscal agent on previously funded initiatives. Proposals should be developed to reflect the outline of the rubric.

Statement of Need	10 points
Work Plan	30 points
Organization Capacity & Human Resources	30 points
Evaluation	20 points
Project Budget	10 points

## **II-E REVIEW CRITERIA (SCORING RUBRIC)**

The Parent Support and Education Grant will provide statewide personnel development and support opportunities to parents of infants, toddlers, children and youth with disabilities to ensure access to the information and support necessary to engage as effective partners in the planning and implementation of their child's IFSP or IEP. The grant will also provide leadership development and support to parents who serve in advisory roles critical to the early intervention and special education system, namely parents who serve on the SICC, the SEAC, ISD and local PACs, and LICCs.

The following scoring rubric should be used as a guide when writing the proposal. The reviewers will judge all proposals according to the elements described in the rubrics. The proposal most likely to be funded is the one that has most completely addressed all of the elements described in the "Exemplary" column of the rubrics.

1. **Statement of Need:** The proposal demonstrates an understanding of the problems the MDE, OSE/EIS wishes to address and the current implementation context. This section is worth a maximum of **10** points

*1a. Evidence of understanding the background and history of the MDE, OSE/EIS effort to address the stated needs.*

Exemplary	Acceptable	Marginal
<p>The proposal:</p> <p>Includes a <u>clear, succinct and accurate</u> explanation of the need to fund the proposed project.</p> <p>Provides a comprehensive analysis of:</p> <ul style="list-style-type: none"> <li>• The MDE, OSE/EIS prior and current work supporting parents who have infants, toddlers, children and youth with disabilities,</li> <li>• What parents need in order to become effective partners in the development and implementation of their child's IFSP or IEP, and</li> <li>• What parent leaders need in order to be effective in their advisory roles.</li> <li>• Contains a succinct description of the <i>Early On</i> and special education resources and services that can be used to help meet the support, training and leadership needs of parents.</li> </ul> <p>(5)</p>	<p>The proposal:</p> <p>Includes a general, accurate explanation of the need to fund the proposed project.</p> <p>Provides a general analysis of:</p> <ul style="list-style-type: none"> <li>• The MDE, OSE/EIS prior and current work in this area and,</li> <li>• The support and learning needs of the <i>Early On</i> and special education parent community.</li> </ul> <p>(3-4)</p>	<p>The proposal:</p> <p>Includes little or no explanation of the need.</p> <p>Provides a limited analysis of:</p> <ul style="list-style-type: none"> <li>• The MDE, OSE/EIS prior and current work in this area and,</li> <li>• The support and learning needs of the <i>Early On</i> and special education parent community.</li> </ul> <p>The information provided on past and current resources is inaccurate.</p> <p>(0-2)</p>

*1b. Evidence of understanding of the MDE, OSE/EIS current implementation context*

Exemplary	Acceptable	Marginal
<p>The proposal:</p> <p>Includes a concise, accurate description of the current implementation context, including analysis of the impact of each initiative on parent support, education and leadership:</p> <ul style="list-style-type: none"> <li>• No Child Left Behind (NCLB);</li> <li>• Education Yes!,</li> <li>• Continuous Improvement Focused Monitoring (CIFM);and</li> <li>• The Individuals with Disabilities Education Act (IDEA).</li> </ul> <p>Includes analysis of relevant findings from the Continuous Improvement Monitoring Process (CIMP) Self-Assessment and strategic directives established by stakeholders.</p> <p>(5)</p>	<p>The proposal:</p> <p>Includes a general description of the implementation context, without specific references to its impact on parent support, education and leadership.</p> <p>References CIMP work in a general way.</p> <p>(3-4)</p>	<p>The proposal:</p> <p>Includes little or no description of the implementation context.</p> <p>Descriptions and analysis are inaccurate.</p> <p>Contains little or no description of CIMP work.</p> <p>(0-2)</p>

**2. Management and Work Plan:** The proposal describes how the organization will achieve the objectives on time and within the budget. This section is worth a maximum of **30** points.

*2a. Comprehensive design that address each objective, task, and benchmarks sequenced clearly with feasible timelines.*

Exemplary	Acceptable	Marginal
<p>The proposal:</p> <p>Provides a detailed plan that includes:</p> <ul style="list-style-type: none"> <li>• The grant goals and general expectations of applicants outlined in section II-C of the RFP.</li> <li>• Annual objectives for meeting the grant goals.</li> <li>• The activities, resources and outcomes proposed for each objective.</li> </ul>	<p>The proposal:</p> <p>Includes an overview of the goals and objectives and the impact each will have on the parent community.</p> <p>Provides a description of the products and services to be designed and an effective method of delivering these products to the target audiences.</p>	<p>The proposal:</p> <p>Includes little or no overview of the goals and objectives and the impact each will have on the parent community.</p> <p>Provides little or no description of the products and services being designed and does not have an effective method of delivering the products to the target audience</p>

<ul style="list-style-type: none"> <li>• The specific and essential project development milestones sequenced in a feasible timeline.</li> <li>• The array of services and products that will support each objective with an emphasis on capacity building.</li> </ul> <p>Describes how all proposed personnel development activities:</p> <ul style="list-style-type: none"> <li>• Align with project goals and objectives.</li> <li>• Raise awareness among parents;</li> <li>• Provide opportunities for sustained learning;</li> <li>• Build capacity among parents, and</li> <li>• Are evaluated for impact.</li> </ul> <p>Includes, as a core, personnel development activities regarding: parent rights and responsibilities, informal dispute resolution, partnership and teaming, IFSP and IEP development and implementation, and transitions (provided through collaboration with existing resources wherever possible).</p> <p>Provides a clear chart or list of the specific products/materials to be developed and an organized and effective method of delivering the products/materials to parents in a timely manner.</p> <p>The work plan:</p> <ul style="list-style-type: none"> <li>• Has a logical scope and sequence of activities to meet the objectives.</li> <li>• Is feasible (e.g., activities and products can be completed within the timelines described in the work plan).</li> </ul> <p>The personnel development strategies described reflect adult learning principles and research-based design.</p> <p>(18-20)</p>	<p>Services and products show some promise in supporting project goals and objectives. Focus on events such as conferences and workshops more than sustained learning.</p> <p>Includes a general description of some of the essential project development milestones, sequenced in a timeline that may be feasible.</p> <p>Includes a general description of how the learning opportunities and support will be coordinated with existing programs, and be used to sustain the strategies designed beyond the funding period.</p> <p>(11-17)</p>	<p>Services and products show limited promise in supporting project goals and objectives.</p> <p>Provides little or no information about the essential project development milestones. The timeline is not feasible.</p> <p>Includes little or no description of how the learning opportunities and support will be coordinated with existing programs, and be used to sustain the strategies designed beyond the funding period.</p> <p>(0-10)</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*2b. Development of project protocols in collaboration with the MDE, OSE/EIS.*

Exemplary	Acceptable	Marginal
<p>The proposal:</p> <p>Provides a description of how the project will be coordinated including such procedures as:</p> <ul style="list-style-type: none"> <li>• The process and criteria for selecting personnel development methods to maximize statewide impact.</li> <li>• The procedures for scheduling and coordinating assistance to parent leaders.</li> <li>• The procedures for scheduling and coordinating personnel development activities.</li> </ul> <p>(9-10)</p>	<p>The proposal:</p> <p>Provides a general description of how protocols will be developed and coordinated.</p> <p>(6-8)</p>	<p>The proposal:</p> <p>Provides little or no description of how protocols will be developed and coordinated.</p> <p>(0-5)</p>

3. **Organizational Capacity and Human Resources:** The proposal describes the organization’s ability to achieve project objectives on time and within the budget. This section is worth a total of **30** points.

*3a. Support and manage a statewide initiative.*

Exemplary	Acceptable	Marginal
<p>The proposal:</p> <p>Includes a brief history of the organization and past implementation of projects of similar size and scope.</p> <p>Includes a detailed description of the abilities of the applicant, project staff, project administrators, and consultants or contractors to perform the described work (e.g., previous experience and successful outcomes with similar projects).</p> <p>Must include resumes for each staff member and descriptive information concerning sub-contractors’ organization and abilities. All mentioned sub-contractors must provide a signed letter of commitment, produced on letterhead, and included in the proposal appendix.</p>	<p>The proposal:</p> <p>Includes a general description of the abilities of the applicant, project staff and consultants or contractors to perform the described work.</p> <p>Includes a general description of the technical plan.</p> <p>Provides some evidence that the applicant will be able to develop and maintain the communication system described in “Exemplary.”</p> <p>The description provided leaves the reader with reservations about the organization’s ability to manage the grant.</p>	<p>The proposal:</p> <p>Includes little or no description of the abilities of the applicant, project staff and consultants or contractors to perform the described work.</p> <p>Includes a vague or incomplete technical plan.</p> <p>Provides little or no evidence that the applicant will be able to develop and maintain communication systems.</p> <p>The description provided leaves the reader with serious doubts about the organization’s ability to manage the grant.</p>

<p>Includes a detailed technical plan that supports the accomplishment of the grant goals including:</p> <ul style="list-style-type: none"> <li>• A complete explanation of the roles and responsibilities of the project staff, subcontractors or consultants,</li> <li>• Staff assignments for each proposed activity,</li> <li>• Sufficient time allocations for project staff to implement the work plan, and</li> <li>• A description of the plan to develop and maintain a system to provide financial support in a timely manner to parent leaders engaged in policy activities.</li> </ul> <p>Provides substantial evidence that the applicant will be able to develop and maintain systems of communication using multiple formats, including electronic, for the purposes of:</p> <ul style="list-style-type: none"> <li>• Responding to frequently asked questions.</li> <li>• Providing technical assistance to parents.</li> <li>• Disseminating pertinent information to the target audiences.</li> <li>• Providing links to national sites for information and technical assistance.</li> <li>• Providing timely information on upcoming personnel development opportunities at the regional, state and local level.</li> <li>• Providing parent leaders with opportunities to communicate with each other.</li> <li>• Providing technical assistance to professionals/service providers who partner or collaborate with parents.</li> </ul> <p>The description provided leaves the reader with no doubt about the organization's ability to manage the grant.</p> <p>(14-15)</p>	<p>(8-13)</p>	<p>(0-7)</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------	--------------

*3b. Collaborate and communicate with MDE, OSE/EIS, other IDEA mandated activities, special education and early intervention stakeholders and partners.*

Exemplary	Acceptable	Marginal
<p>The proposal:</p> <p>Provides a comprehensive plan for establishing and supporting collaboration and communication networks with appropriate stakeholders and partners. The stakeholders and partners identified include the full range of partners necessary to complete the proposed projects goals and objectives.</p> <p>Provides a plan for coordination and collaboration with other IDEA mandated activities funded by the MDE, OSE/EIS.</p> <p>Provides a list of potential members of a referent group comprised of diverse stakeholders who are impacted by the work of this project, a detailed description of the criteria for selection of referent group members and a detailed explanation of how the group will provide input to the project.</p> <p>(14-15)</p>	<p>The proposal:</p> <p>Provides a plan for establishing and supporting collaboration and communication networks with some stakeholders and partners. The plan lacks specificity in some areas and does not include the full range of stakeholders and partners important to complete the goals and objectives.</p> <p>Provides a plan for coordination with some of the other IDEA mandated activities funded by the MDE, OSE/EIS.</p> <p>Provides a list of potential members of a referent group with limited representation and a general description of the criteria used for selection and a general explanation of how the group will provide input to the project.</p> <p>(8-13)</p>	<p>The proposal:</p> <p>Either provides no plan for supporting collaboration and communication or the one described provides little or no evidence that the applicant is capable of establishing the relationships necessary for successful implementation.</p> <p>Either provides vague or no information regarding the referent group.</p> <p>(0-7)</p>

4. **Evaluation:** The proposal describes the methods that will be undertaken to collect data related to program outcomes and deliverables and the analysis of the data for program improvement and reporting. This section is worth **20** points.

*4a. Evaluation design*

Exemplary	Acceptable	Marginal
<p>The proposal:</p> <p>Includes a detailed evaluation plan, with a rationale statement, description of what data the applicant will collect, explanation of how the data will be collected, and how the data will substantiate the completion of the project and achievement of the grant goals, including:</p> <ul style="list-style-type: none"> <li>• Improvement in parents' ability to partner in IFSPs/IEPs.</li> </ul>	<p>The proposal:</p> <p>Includes a general description of an evaluation plan and rationale statement. Measurements focus on inputs (e.g., numbers of parents trained) more than outputs (e.g., improved ability to partner).</p>	<p>The proposal:</p> <p>Provides little or no evaluation plan.</p>



<ul style="list-style-type: none"> <li>• Improvement in parents' ability to serve as leaders on advisory bodies (SICC, SEAC, LICCs, PACs).</li> <li>• The quality and impact of personnel development and other support activities.</li> <li>• The utility and impact of products/materials.</li> </ul>		
(9-10)	(6-8)	(0-5)

*4b. Use of data and evaluation for continuous improvement*

Exemplary	Acceptable	Marginal
<p>Includes specific plans and a timeline for public reporting of evaluation data to stakeholders, including the MDE, and for the use of the data in continuous improvement of the project.</p> <p>Provides detailed information about how formative and summative evaluation results will be used to refine the program.</p>	<p>Includes a reference to public reporting and continuous improvement, but the plan has limited specifics.</p>	<p>Provides little or no plan for reporting and continuous improvement of the project.</p>
(9-10)	(6-8)	(0-5)

**5. Project Budget:** The proposed costs are aligned with the project work plan and evaluation plan. Special attention will be paid to in-kind support for the costs of this initiative as it benefits the state and assists in meeting the goals of this RFP. This section is worth a maximum of **10** points.

*5a. Itemized costs are clearly aligned with project objectives and the goals of this RFP.*

Exemplary	Acceptable	Marginal
<p>The proposal:</p> <p>Demonstrates substantial and clear linkages among specific budget items, project activities, proposal objectives, and the goals of this RFP.</p> <p>The funds requested are reasonable considering the objectives and the potential impact.</p>	<p>The proposal:</p> <p>Has moderate linkages among specific budget items; project activities and objectives.</p> <p>The funds requested are somewhat reasonable considering the project objectives and the potential values of the outcomes.</p>	<p>The proposal:</p> <p>Has little or no clear linkage from budget to project activities and objectives.</p> <p>Budget includes items not described in the proposal.</p> <p>The funds requested are not reasonable considering the project objectives and the potential value of the outcomes.</p>
(5)	(2-4)	(0-1)

*5b. Enough detail to justify the proposed expenditures*

Exemplary	Acceptable	Marginal
The proposal:  The enclosed budget form has line item and total accuracy.  The budget narrative accurately describes each line item in which funds are allocated with sufficient detail.  (5)	The proposal:  Line items on the enclosed budget form have been completed accurately and the budget narrative explains in some detail each line item for which funds are allocated.  (3-4)	The proposal:  Line items and or totals on the enclosed budget form are incomplete, inaccurate, or not included and the budget narrative is unclear in how funds will be used or is not included.  (0-2)

## **II-F APPENDICES**

Include Assurance of Grant Conditions, which indicates agreement with grant conditions, as specified in paragraphs III-G – III-L. Include budget section, resumes of principal staff and signed letters of commitment from all sub-contractors named in the proposal. All other appended material will be read at the reviewer's discretion.

## **II-G PROPOSAL SUBMITTAL**

The original copy bearing ORIGINAL signatures and seven (7) additional copies (for a total of eight) of the complete proposal must be received on or before 5:00 P.M., Tuesday, March 16, 2004 to Beth Weber, at the following address:

Michigan Department of Education  
Office of Special Education and Early Intervention Services  
P.O. Box 30008  
Lansing, Michigan 48909

Or

If shipping by overnight express or UPS mail, the following address must be used:

Michigan Department of Education  
Office of Special Education and Early Intervention Services  
608 West Allegan Street  
Lansing, Michigan 48933

### **SECTION III: CONDITIONS OF APPLICANT**

If awarded this grant, I understand and agree to the following:

#### **III-A INCURRING COSTS**

The State of Michigan is not liable for any cost incurred by any bidder prior to execution of a Grant Agreement.

#### **III-B GRANTEE RESPONSIBILITIES**

The Grantee will be required to assume responsibility for all activities offered in this proposal whether or not he/she performs them. Further, the State will consider the Grantee to be the sole point of contact with regard to matters, including payment of any and all charges, resulting from the anticipated Grant Agreement.

#### **III-C RELEASE OF INFORMATION/CONFIDENTIALITY**

Grantee initiated publication or news releases of any information pertaining to the Grant Agreement, work performed under the Grant Agreement, products of the work and materials based upon the products shall occur only with written prior approval of the Michigan Department of Education, OSE/EIS.

#### **III-D ACCOUNT AND AUDIT REQUIREMENTS**

The applicant will maintain a separate accounting of expenditures for this contract for each fiscal year it is awarded. Funds will only be requested as needed to meet immediate obligations and shall not be drawn for purposes other than those directly related to this contract. Normally acceptable accounting procedures will be used. The Agency's independent auditor will be made aware of the contract so that the auditor can review expenditures as required by federal single audit requirements. The auditor must review all contracts over \$25,000. Current employees of the MDE may not be employed or contracted under this grant.

Expenses charged to this contract will not be charged to any other state or federal source and this contract will not be used to supplement mandated state or local costs.

#### **III-E DISCLOSURE**

After the Michigan Department of Education awards a grant under a RFP, all information in a bidder's proposal is subject to the provisions of the Freedom of Information Act, Public Act 442 of 1976. This Act also provides for the complete disclosure of Grant Agreements and attachments thereto.

#### **III-F GRANT PAYMENT SCHEDULE**

The payment schedule for any Grant Agreement entered into as a result of the RFP will be negotiated and reflect the restrictions of the funding source. The schedule should show payment amount and should reflect actual work done by the payment dates.

### **III-G OWNERSHIP OF MATERIALS PRODUCED**

Ownership of intellectual property resulting from this grant shall remain with the Michigan Department of Education, which reserves the right to copyright or patent them, or otherwise protect their integrity or availability for public use. This stipulation covers recipients as well as subcontractors receiving funds through this grant program.

### **III-H INDEMNIFICATION**

The Grantee, as a condition of the Grant Agreement that may ensue from the RFP, shall indemnify and hold harmless the State of Michigan and its agents and employees from and against all claims, damages, losses and expenses, including attorney fees arising out of or resulting from the performance of the work, which includes all labor, materials and equipment required to produce the commodity, construction and/or service required by the Grant Agreement, provided that any such claim, damage, loss or expense (1) is attributable to bodily injury, sickness, disease or death, or injury to or destruction of tangible property (other than the work itself), including the loss of use resulting therefrom, and (2) is caused in whole or in part by any negligent act or omission of the Grantee, and subgrantee, anyone directly or indirectly employed by any of them or any of whose acts any of them may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder.

In any and all claims against the State of Michigan or any of its agents or employees by any employee of the Grantee, any subgrantee, anyone directly or indirectly employed by any of them or anyone for whose acts any of them may be liable, the indemnification obligation under this indemnification agreement shall not be limited in any way by any limitation of the amount or type of damages, compensation or benefits payable by or for the Grantee or any subgrantee under Workers' Disability Compensation Acts, disability benefit acts or other employer benefit acts.

The obligations of the Grantee under this indemnification agreement shall not extend to the liability of the State of Michigan, its agents or employees arising out of (1) the preparation or approval of maps, drawings, opinions, reports, surveys, change orders, designs or specifications, or (2) the giving of or the failure to give directions or instructions by the State of Michigan, its agents or employees, provided such giving or failure to give is the primary cause of the injury or damage.

### **III-I GRANTEE'S LIABILITY INSURANCE**

The Grantee, as a condition of the Grant Agreement that may ensue from their RFP, shall purchase and maintain such insurance as will protect the Grantee from claims set forth below which may arise out of or result from the Grantee's operations under the Grant Agreement, whether such operations be by the Grantee or by any subgrantee or by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable.

1. Claims under worker's disability compensation, disability benefit and other similar employee benefit act. A nonresident Grantee shall have insurance for benefits payable under Michigan's Workers' Disability Compensation Law for any employee resident of and hired in Michigan; and respects any other employee protected by Workers' Disability Compensation Laws of any other state, the Grantee shall have insurance or participate in a mandatory state fund to cover the benefits payable to any such employee.

2. Claims for damages because of bodily injury, occupational sickness or disease, or death of his/her employees.
3. Claims for damages because of bodily injury, sickness or disease, or death of any person other than his/her employees, subject to limits of liability of not less than \$300,000 each occurrence and when applicable, \$300,000 annual aggregate, for non-automobile hazards and as required by law for automobile hazards.
4. Claims for damages because of injury to or destruction of tangible property, including loss of use resulting therefrom, subject to a limit of liability of not less than \$50,000 each occurrence for non-automobile hazards and as required by law for automobile hazards.
5. Insurance for Subparagraphs (3) and (4) non-automobile hazards on a combined single limit of liability basis shall not be less than \$300,000 each occurrence and when applicable, \$300,000 annual aggregate.

The insurance shall be written for not less than any limits of liability herein specified or required by law, whichever is greater, and shall include contractual liability insurance as applicable to the Grantee's obligations under the indemnification clause of the Grant Agreement.

### **III-J NON-DISCRIMINATION AND OTHER COMPLIANCE WITH LAW**

Each proposal must include an assurance statement of compliance with all Federal and Michigan laws and regulations prohibiting discrimination and with all requirements and regulations of the Michigan Department of Education and the U.S. Department of Education. The assurance must state that it is the policy of the bidder's organization that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or disability shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which the bidder is responsible or for which the bidder receives funding from the U.S. Department of Education or the Michigan Department of Education.

### **III-K AMERICANS WITH DISABILITIES ACT**

The MDE is committed to providing equal access to all persons in admission to or operation of its programs and services. Individuals with disabilities needing accommodations for effective participation in this grant program are invited to contact the MDE for assistance.

### **III-L EQUITABLE ACCESS**

All Parent Support and Education activities must promote equitable access to support meaningful personnel development for parents of infants, toddlers, children and youth with disabilities.

### **III-M ACCEPTANCE OF PROPOSAL CONTENT**

The contents of the proposal of the successful bidder may become contractual obligations, if a Grant Agreement ensues. Failure of the successful bidder to accept these obligations may result in cancellation of the award.

### **III-N CONTINUATION OF FUNDING**

Continuation funding for this grant project is subject to the availability of funds and the performance of the grant recipient. The MDE, OSE/EIS can cancel the grant with 30 days written notice for:

- Default of the Contractor.
- In the event the OSE/EIS no longer needs the services or product specified in the Contract, or in the event program changes, changes in laws, rules or regulations, or the OSE/EIS determines that statewide implementation of the Contract is not feasible.
- Reduction in or elimination of funding allocations to the MDE under the IDEA, or any subpart of the IDEA.
- Fiscal constraints that may occur as a result of compliance and improvement priorities.

### **III-O ASSURANCE OF GRANT CONDITIONS**

The submission of a proposal, signed by an official authorized to bind the agency submitting the proposal contractually, shall constitute assurance that the proposing agency has accepted, unconditionally and without reservation, all conditions, requirements, and specifications of the RFP. In addition, such submission shall constitute assurance that the submitting agency understands that all or any part of the RFP may be included by reference in any Grant Agreement based on the RFP. See Appendix A.

## Appendix A

<b>Applicant Agency</b> (Name and Address)	<b>Project Director</b> (Name, Title, Address, Phone)
<b>Implementing Agencies</b> (Name and Address)	<b>Authorized Negotiator</b> (Name, Title, Address, Phone)
<b>Project Title and Summary</b>	

### Authorizing Official Signature

The undersigned, having become thoroughly familiar with an understanding of all the proposed documents attached hereto, agrees to provide the services as specified herein, for the total fees as stipulated herein, subject to negotiation.

I hereby state that all of the information I have provided is true, accurate, and complete. I hereby state that I have authority to submit this proposal, which will become a binding agreement if accepted by the Michigan Department of Education. I hereby state that I have not communicated with, nor accepted anything of value from an employee of the Office of Special Education and Early Intervention Services that would tend to destroy or hinder free competition.

I hereby state that I have read, understand, and agree to be bound by all the terms of Section III of this document.

Application is hereby made for a Michigan Department of Education grant in the amount and for the purposes set forth in this proposal.

---

Signature of Authorized Official

---

Title

---

Date

**Equipment**  
**Education Division General Administrative Regulations**  
**(EDGAR) – Appendix B (Page 22575)**

The following is provided as guidance to budgeting, managing, and disposing of equipment acquired with IDEA grants funds and equipment records retention.

**Budgeting** – All equipment must be budgeted as capital outlay. The definition for capital outlay is found in Bulletin 1022 – Financial Accounting for Michigan School Districts.

Equipment is defined as tangible personal property having a useful life of more than one year and an acquisition cost of \$500 or more per unit. (EDGAR 74.132)

**Use of Equipment** – When equipment is no longer needed for the original project or program, the recipient shall use the equipment, if needed, in other U.S. Department of Education projects and then in other federally funded programs, or may voluntarily make the equipment available for use on projects or programs sponsored by the Federal Government which are conducted or supported by the grantee (EDGAR 74.137). Equipment purchased with mandated activities funds shall be transferred to a continuation project or an existing project with similar objectives when this grant has terminated.

**ATTACHED TO THIS RFP IS A DETAILED INVENTORY OF MATERIAL ASSETS purchased through such funds.**

**Disposition** – When original or replacement equipment is no longer to be used in projects or programs currently or previously sponsored by the Federal Government, disposition of the equipment shall be made as follows:

1. Equipment with a unit acquisition cost of less than \$500 may be retained, sold, or otherwise disposed of, with no further obligation of the Federal Government.
2. All other equipment may be retained or sold, and the Federal Government shall have a right to an amount calculated by multiplying the current market value or the proceeds from the sale, by the Federal share of the equipment. One hundred dollars or ten percent of the total sales proceeds, whichever is greater, may be retained. (EDGAR 74.139)

**Management –**

1. Property records must be maintained accurately with complete descriptions and history. (EDGAR 74.140)
2. Physical inventory at least once every two years. (EDGAR 74.140)
3. Security controls. (EDGAR 74.140)
4. Maintenance. (EDGAR 74.140)
5. Where the Federal Government has a right to part or all of the proceeds of the sale of equipment, selling procedures shall provide for competition to the extent practicable and result in the highest possible return. (EDGAR 74.140)

**Equipment Records Retention Period** – Retention period of five years for equipment records begins on date of equipment's disposition, replacement, or transfer. (EDGAR 74.22)



**MANDATED ACTIVITIES PROJECT BUDGET**

<b>Function Code</b>	<b>Account Name and Description</b>	<b>Amount</b>
300	<b><i>Salaries</i></b> ( <i>List Grant Personnel &amp; FTE</i> ): Director Professional Staff Technical Staff Clerical Staff Other	
300	<b>Employee Benefits</b> (List out for each employee)	
300	<b>Purchased Services:</b> Travel (Grant Employees) In State Out of State  Contracted Service (Personnel & Entities) Conferences/Workshops Printing/Copying Postage Stipends, Fees, Honorariums	
300	<b>Supplies and Material:</b> Office Supplies	
	<b>Sub-Total</b>	
	<b>Indirect Costs</b>	
411/441	<b>Subgrants</b>	
231	<b>Audit Costs</b>	
261	<b>Operations and Maintenance:</b> Rent Additional Operational Expenses	
300	<b>Capital Outlay</b> (equipment purchases above \$500)	
	<b>Grand Total</b>	
	Other Revenue	
	In-Kind Contribution	

**Budget Narrative:** Provide a detailed budget narrative for each function code listed. Though no Object Codes are provided in the given budget, you would assign those as appropriate per the Michigan School Accounting Manual.

- **Salaries** – give the title of each position, a description of their role and the FTE of that position
- **Employee Benefits** - list out the benefits being provided for each employee.
- **Purchased Services**
  - Travel Expense – provide a description of each type of travel to be supported with project funds for employees of the grant such as training events, conferences, regional meetings and workshops. List the positions that will attend, not the name of individuals. These expenditures for grant employees may include but are not limited to overnight accommodations, registration fees, mileage, and meals.
  - Contracted Service - provide the name of the person or entity and a detailed description of the service/product to be provided. Costs assigned to this item should include all expenses affiliated with outcome. If there is planning time, travel, or overnight accommodations needed for an individual contracted for this project these expenses should be reflected here.
  - Conferences/workshops – provide a list of expenditures incurred by the grant to host a statewide, regional or local conference or workshop. Have expenses detailed as possible, such as facility cost, speaker cost, meals provided to attendees, etc.
  - Printing/Copying - describe what materials are being produced under this area, brochures, training materials, booklets, etc.
  - Postage
  - Stipends, Fees, Honorariums - provide the type of activity and expenses incurred within this area for referent group, regional team meeting, advisory panel, etc. List number of persons receiving funds for their participation in activity.
- **Supplies and Materials** – this includes consumable items and equipment under \$500 that are directly related to the purpose of the project.
  - Office Supplies – pens, books, paper, etc.
  - Equipment under \$500 (example: printer)

- **Indirect Costs** – this rate is based on expenses that are not directly charged to the grant. Federal restricted indirect cost rates are sent to school districts yearly and will be the rate used if the fiscal agent is a school district. The Department’s policy states universities and colleges are limited to an 8% rate. The Office of Special Education and Early Intervention Services determines the indirect rate of other organizations.
- **Sub-Grants** – grantees may provide sub-grants for purposes of accomplishing project goals and objectives. Provide a list of sub-grantees, what the objective is for the sub-grant, and identify personnel roles of sub-grantees.
- **Audit Costs** – grantees that have been awarded an allocation of \$25,000 or more are required to have the project audited yearly. This cost may be charged to the grant
- **Direct Operation and Maintenance** – list out expenditures for operational functions associated directly with the grant.
  - Rent
  - Repairs and Maintenance
- **Capital Outlay Equipment** – equipment purchased for the grant that exceeds \$500 must have department approval before purchase is made. List out all capital outlay equipment items.